



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

clothing is disposed of in eleven lines, exercise in less than a page, and bathing is not even mentioned. The chapters on the function of the school and the school boards contain much valuable material on live topics in education.

The functions of the elementary school and the need for trade and industrial schools for children who have completed the sixth year of the elementary-school curriculum are presented in considerable detail. Although the book is fairly free from typographical errors, there are two on p. 175.

GEORGE L. MEYLAN

COLUMBIA UNIVERSITY

---

*Spanish Grammar.* By CHARLES PHILIP WAGNER. Revised ed. Ann Arbor: Published by the author, 1910. George Wahr, Agent. Pp. x+197. \$1.25.

The unfortunate conditions that long prevailed in instruction in Spanish necessarily reacted on the production of texts for the classroom. As long as it remained possible to pass directly from the first year's work in elementary grammar and reading to the graduate school, the most that could be expected from the student was a theoretical knowledge of the elements of grammar and the ability to read easy modern Spanish—provided he always had a dictionary at his elbow. For this modicum of linguistic training several good books were produced by competent scholars, and at least one lengthy reference grammar found its way through the press. That a better state of affairs is being realized is now beyond question. A tardy official recognition of the fact may be found in the program of the last meeting (New York, 1910) of the Modern Language Association, where a course is outlined for Spanish extending over two years for colleges and four years for secondary schools. A new period in the production of texts began with the publication of Hills and Ford's *Spanish Grammar*, 1904. This book, which has rendered and will continue to render good service, needs no comment here.

The purpose of this review is to call attention to the recent Spanish grammar of Professor Wagner, of the University of Michigan. As the author states in his introduction, he has attempted to provide the maximum of material for oral work without sacrificing the drill in the elements of grammar. To this end he has provided with each lesson one or more paragraphs of connected Spanish on some theme of daily life. These exercises are practical and interesting, and furnish enough repetition to fix the vocabulary in the mind of the student. Perhaps the author has the tourist in mind rather than the student when he tells us how to buy a railway ticket and check a trunk in Spain, but he has not introduced enough material of this sort to create serious objection. The text is followed by a series of questions that may be of use to the teacher and that will certainly aid the student in the preparation of his lesson. Every fourth lesson is given up to a review of the grammatical material found in the three preceding lessons, together with an exercise in English for translation into Spanish.

In the treatment of grammatical theory Professor Wagner has shown unusual skill. Although other parts of speech have not been neglected, the

study of the verb forms the real backbone of the work. It begins as early as the second lesson, and is developed with exceptional thoroughness. A most welcome addition to the indispensable treatment of inflections and syntax is the attention given to constructions of particular verbs. There is not only adequate definition of such verbs as *ser*, *estar*, and *hacer*, but a large number of less common ones are given their just dues. Some idea of the extent to which the author has developed this portion of his work may be seen from the following cases cited in the index under the letter *a*: *acabar*, use, 120; *acordarse* and *recordar*, 213; *acostumbrarse á*, to express habitual action, 72a; *agradecer*, use, 148; *andar*, contrasted with *ir*, 205.

A few of the author's statements are open to objection. The defects of the rule given for the division of syllables, §6a (also in Hills and Ford's *Spanish Grammar*, §19), may be seen when applied to such words as *honra*, *Enrique*. To cite American school grammars only, the rule given in Garner's *Spanish Grammar*, §5a, is more accurate and no more difficult. Too dogmatic is the statement in §52a, "When the possessive pronoun is used in the predicate, the article is omitted." If greater detail is to be avoided, why not say "is usually omitted"? Occasionally brevity of expression leaves a wrong impression. After studying §140, the student will conclude that the future subjunctive is the only tense that may be used in the *si* clause when the conclusion is in the future indicative. Occasional slips of this sort are inevitable where compression is an object. Many teachers may find more serious objection to the lack of a complete Spanish-English vocabulary. Reliance on special vocabularies, such as those that here precede each grammar lesson, may stimulate thoroughness, yet considerable time will necessarily be lost in hunting through preceding lessons for words that have been forgotten. The mechanical features of the book are good, and misprints are almost wholly lacking.

Everything considered, the reviewer believes that this text is the best grammar now available for classes in which colloquial training is closely connected with the study of grammar.

R. E. HOUSE

THE UNIVERSITY OF CHICAGO